

Update on Commission Activities Related to Special Education

August 2014

Overview

This report provides an update regarding current work of the Commission as it relates to the preparation of educators in the Special Education field.

Staff Recommendation

This is for information only.

Background

The Commission is currently engaged in several initiatives to improve the preparation of all educators who work with students with special needs. A summary of each of these efforts is provided in order to keep the COA apprised of this work and potential changes in the field as well as to consider possible implications for accreditation in the future.

Education Specialist Teacher Performance Expectations

Staff is currently revising and updating the Education Specialist Teaching Performance Expectations (TPEs) to align with Common Core State Standards and revisions to expectations for effective teaching of English learners. A small work group consisting of one CSU representative, two private institution representatives, and a county office representative was assembled to begin the revisions of the Education Specialist TPEs in the fall of 2013. In May 2014 the Education Specialist TPEs were sent to the field for review along with a survey requesting feedback to ensure the TPEs were clear and that they were no elements missing.

Survey data was collected from the field review and the work group reconvened to incorporate many of the modifications that the field suggested. Nearly two-thirds of the 84 responders were either teacher preparation faculty or special education administrators. Much of the input focused the TPEs on preparing teachers to ensure that the special needs students are prepared for higher education and the workplace.

At least 94% of those responding indicated that every Teaching Performance Expectation was critical for performing the job. When asked what else needed to be included in the Teaching Performance Expectations, the most common responses were promoting positive behavior and social skills, a stronger knowledge of positive behavior intervention, and adding the California Preschool Learning Foundations whenever referring to the Common Core State Standards. These were added where appropriate, as were some additional miscellaneous language for specific TPEs throughout the document.

At the August 14, 2014 Commission meeting, the proposed revisions to the Education Specialist Teaching Performance Expectations will be reviewed by the Commission for possible adoption. Appendix A has the proposed revised Education Specialist Teaching Performance Expectations with the suggestions from the field entered as blue track changes. The final agenda item will be

posted on the Commission's meeting page when completed (<http://www.ctc.ca.gov/commission/meetings.html>).

Statewide Special Education Task Force

In 2013 a statewide Task Force was formed to examine California's complex systems for serving students with disabilities and forward recommendations to the State Board of Education, the Commission on Teacher Credentialing, and the California Department of Education for consideration. In a press release by the Statewide Special Education Task Force distributed in December of 2013 it stated "students with disabilities remain among the lowest performing subgroup in California and implementation of Common Core State Standards (CCSS) may further exacerbate the differences that exist. The prevailing educational model in California has made it acceptable, and in some instances seem desirable, to isolate special education as a unique and separate system that parallels general education. This approach defies current research."

This Special Education Task Force is comprised of 35 members that includes special education teachers, principals, superintendents, SELPA Directors, Deans, university professors, advocacy groups, teachers unions, and parents and is charged with outlining the problems and issues of special education in California, and evaluating potential solutions. The first meeting was held December of 2013, followed by meetings in March and May of 2014. After each meeting two to three public input sessions have been held throughout the state, to ensure the public has multiple opportunities for input.

The work of the Task Force has been organized into five subcommittees: Educator Preparation, Evidenced-Based Practices, Assessment and Accountability, Early Education Issues, and Fiscal Issues. Each subcommittee will produce a report for discussion within the Task Force at large. The Task Force has recently hired a technical writing service to assist in the compilation and documentation of the data that will be presented by the five subcommittees. Preliminary findings are expected to be released in late November or early December, 2014.

It is expected that the report to be released by the Task Force later this year may have significant implications for the work of the Commission over the next year and beyond.

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Partnership

CEEDAR is a grant from the Office of Special Education Programs, USDE. The University of Florida provides technical assistance to the states and institutions that were awarded the grant and helps to ensure that they are all communicating with each other. California is one of five states receiving this grant, with the Commission facilitating the partnership comprised of six universities: CSU Long Beach, CSULA, Fresno State, San Francisco State, Brandman, and Loyola Marymount University. The grant is designed to support states, institutes of higher education, and local education agencies in their efforts to develop teachers and leaders who can successfully prepare students with disabilities to achieve college and career ready standards.

On October 15, 2013, the six universities convened for the first time to get a full understanding of the project, the CEEDAR mission, and what type of support the CEEDAR liaisons would be able to provide. The group held another meeting April 17, 2014 where it reviewed state data on

students with disabilities and their success in school. CEEDAR representatives showed the institutions how they could break down their course syllabi to see if all needed expectations were addressed in their courses, and then helped guide each institution in crafting their institutional goals. Additional meetings are scheduled for the 2014-15 academic year, which will include deans and faculty from special education, general education and administration, as well as representatives from employing districts. The focus of the fall meeting will be to collaboratively map out the changes that universities will need to implement in order for their teacher candidates to become more prepared to teach students with special needs.

In addition to local meetings, three members of the California partnership recently attended a CEEDAR conference in Alexandria, Virginia to discuss progress and challenges with the four other states, (Connecticut, Florida, Illinois, and South Dakota) that were also awarded this grant.

After the two to three years it will take the institutions to make the needed changes to their programs, they will document the process they engaged in to enact the changes and any challenges that they needed to overcome. This will enable the other universities in California access to best practice models to emulate and resources that they can contact to help them through challenges. There has also been discussion by some of the CEEDAR participants to producing a publication for wider distribution that documents the changes and challenges that the six universities went through while trying to improve their teacher education programs.

Next Steps

Staff will update the Commission on Accreditation as necessary and determine whether progress with any of these initiatives will have an impact on accreditation. To monitor the recommendations of the Statewide Special Education Task Force to see if there are any modifications to the accreditation process that should be implemented.

Appendix A

Proposed Education Specialist Teaching Performance Expectations

General Education Teacher Performance Expectations, TPEs, were established in 1998 and language was added in 2010 to include Education Specialists. In 2013, the TPEs were revised for Education Specialists to align with Common Core State Standards and to articulate the understandings and abilities of Education Specialists to build a foundation for college and career readiness including adult independence for students with disabilities from birth to age 22.

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 ~~has~~ is divided into two categories intended to take into account the different teaching assignments of Multiple Subject, Single Subject and Education Specialist credential holders. Multiple Subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas. Single Subject credential holders work in departmentalized settings and have more specialized assignments. ~~since self-contained classroom teachers are responsible for instruction in several subject areas, while departmentalized teachers have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).~~

Education Specialist credential holders work in a variety of educational settings and are responsible for instructing students with disabilities in the core academic curriculum, at the grade levels, and in the service delivery models, of their credential assignment. ~~teachers instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. They demonstrate the ability understand how to deliver a comprehensive program of systematic instruction with accommodations and modifications adaptations in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP) Individual Family Service Plan (IFSP); transition plan . Candidates demonstrate knowledge of disabilities and their effects on learning, skills development and behavior. Candidates demonstrate the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP/IFSP/transition plan. Candidates demonstrate the ability to adopt, modify, accommodate and differentiate supplement the instruction of students with identified specific disabilities.~~

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate Education Specialist candidates demonstrate understanding and the ability to teach the state-adopted academic content standards for students in English-Language Arts, and the California Preschool Learning Foundations, to students with disabilities (K-8). They understand how to deliver a comprehensive program of differentiated systematic and explicit instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. Reading, Writing, Speaking, and Listening that establish a progression of increasing complexity. . They are able to demonstrate how to use specialized instruction to teach English Language Arts to students with disabilities. They strategically plan and schedule instruction that ensures students meet or exceed the standards They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word recognition skills.

Candidates create an environment rich in language, literacy and learning in which students learn to decode, comprehend, compose, analyze, communicate and appreciate language arts. They understand how to use instructional materials that include a wide range of increasingly complex literary and informational texts for the appropriate grade level. They select appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated arguments and informative/explanatory texts and to adapt their communication in relation to audience, task, purpose, and discipline Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction. Candidates provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. Candidates

provide opportunities for students to develop oral communication and interpersonal skills. Candidates encourage students' use of language to extend across reading, writing, speaking, and listening. They make language (vocabulary, conventions, and knowledge of language) comprehensible to students. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Candidates know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, and how to determine the effectiveness of instruction and students' proficiency after instruction. Students with more intensive needs requiring special education services may need further differentiated instruction, based on their individualized education programs. Candidates are able to utilize natural opportunities within classroom routines to maximize student learning, and facilitate integrated learning opportunities. Candidates are able to provide natural opportunities for communication and alternative ways to demonstrate knowledge. They are able to determine communicative intent, particularly with students with low verbal abilities.

Teaching Mathematics in a Multiple Subject Assignment

~~Candidates for a Multiple Subject Teaching Credential demonstrate~~ Education Specialist candidates demonstrate understanding of and the ability to teach Common Core State Standards in Mathematics for to students with disabilities ~~the state adopted academic content standards for students in mathematics (K-8).~~ . They understand how to deliver a comprehensive program of differentiated, systematic and explicit instruction for mathematical practices and content to engage students in mathematical tasks. Candidates provide instruction for students to gain strong foundational conceptual understanding along with a high degree of procedural skill and fluency to apply mathematics to solve problems inside and outside the classroom. They create learning environments to foster mathematical thinking that are built on progressions of topics across a number of grade levels. Candidates facilitate students' development of the knowledge and skills required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real world situations, and (b) appropriately apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Candidates facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom, and implement evidence based practices

including thematic and explicit instruction.

~~They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems.~~ They require student collaboration, and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, academic discourse flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate Education Specialist candidates demonstrate understanding of and the ability to teach the Common Core State Standards in science New Generation Science Standards to students with disabilities ~~state-adopted academic content standards for students in science (K-8).~~ They understand how to deliver an integrative and comprehensive program of differentiated, systematic and explicit instruction, utilizing appropriate accommodations and modifications to create scientifically literate students. Candidates create a learning environment that fosters curiosity and engages students in asking questions, defining problems, investigating, analyzing data, constructing explanations and finding solutions. They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific and engineering investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Teaching History-Social Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate Education Specialist candidates demonstrate understanding of and the ability to teach the Common Core State Standards in history-social science for students with disabilities ~~state-adopted academic content standards for students in history-social science (K-8).~~ They understand how to deliver a comprehensive program of differentiated, systematic and explicit instruction, utilizing appropriate accommodations and modifications to create

literate and informed future participants of our democratic society. Candidates create a learning environment that is culturally responsive and promotes civic mindedness. They enable students to learn and use basic analytic thinking skills in history and social science, while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities. Candidates teach students to read and comprehend primary and secondary sources to support analysis, including graphic/media representations presented in diverse formats. Candidates also teach students to write arguments and informative/explanatory texts focused on discipline-specific content. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment

~~Candidates for a Single Subject Teaching Credential~~ Education Specialist candidates demonstrate understanding and the ability to teach the English Language Arts Common Core State Standards for students with disabilities. ~~state-adopted academic content standards for students in English Language Arts (7-12).~~ . They master how to plan and deliver instruction of increasing complexity in reading, writing, speaking and listening utilizing accommodations and modifications, using differentiated, systematic and explicit instruction to ensure that students meet or exceed the standards. They demonstrate the ability to connect student transition goals to make English-Language Arts instruction comprehensible to students. Education Specialist candidates are able to design age appropriate instruction based on their students' academic needs as determined by their present levels of performance. They teach the skills for reading and comprehending complex literary and informational texts; interpreting meaning; analyzing structure of texts; and evaluating perspective. Candidates teach students how to produce argumentative, informative, and narrative text; implement the writing process; conduct research projects; and write for a range of tasks, purposes, and audiences. They select appropriate teaching strategies to develop students' abilities to read and comprehend, literary and informational text, and to cite specific evidence when offering an oral or written interpretation of a text. They teach formal and informal speaking and listening skills, including collaboration, conversation and presentation of knowledge and ideas. Education Specialists are able to utilize assistive technology to support students who use alternative and augmentative methods of alternative communication. Candidates can teach vocabulary acquisition and use, Standard English conventions, and functions of language in

various contexts.

Candidates model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others. Candidates are able to make technology accessible to students with disabilities and to utilize specially designed instructional technologies to support students in their learning. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Mathematics Education Specialist candidates demonstrate the understanding and ability to teach the Common Core State Standards in Mathematics for students with disabilities. state-adopted academic content standards for students in mathematics (7-12). Candidates, by utilizing appropriate accommodations and modifications, enable students to develop mathematical practices, and concepts, to use to solve and generalize solutions to common problems, through the use of differentiated, systematic and explicit instruction. They demonstrate the ability to transition goals to mathematics instruction. They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They require student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments

based on substantive claims, sound reasoning, and relevant evidence. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Candidates ~~They~~ provide a secure environment for taking intellectual risks, model and encourage students to use multiple ways of ~~and~~ approaching mathematical ~~problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they~~ encourage discussion of different solution strategies. They demonstrate ~~foster~~ positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

~~Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They~~ Candidates ~~assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.~~

Teaching Science in a Single Subject Assignment

Education Specialist candidates exhibit the ability to use differentiated, systematic and explicit instruction to teach the Common Core State Standards in science to students with disabilities, by utilizing appropriate accommodations and modifications ~~Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom~~ Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Candidates teach students to read, comprehend, and cite specific textual evidence to support analysis of science and technical texts including the integration and evaluation of graphic/media representations presented in diverse formats. Candidates also teach students to write arguments on discipline-specific content and informative/explanatory texts including the narration scientific procedures/experiments, or technical processes.

~~Additionally,~~ candidates ~~Single Subject Candidates~~ guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of

multiple ways to measure and record scientific data, including the use of mathematical symbols. ~~Single Subject Candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures~~ that protect the safety of students in their classroom, and demonstrate the ability to connect transition goals to scientific instruction. Candidates monitor the progress of students as they develop deeper levels of scientific and engineering investigations and learn to construct explanations and find solutions. ~~for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.~~

Teaching History-Social Science in a Single Subject Assignment

~~Candidates for a Single Subject Teaching Credential in History-Social Science~~ Education Specialist candidates demonstrate the ability to teach Common Core State Standards in history-social science to students with disabilities, by utilizing appropriate accommodations and modifications, and demonstrate the ability to connect student transition goals to history-social science instruction. ~~the state-adopted academic content standards for students in history-social science (7-12). They enable students to learn and use analytic thinking skills in history and social science. while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale~~ as well as technological applications that support students with disabilities. . Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities. . Candidates teach students to read, comprehend, and cite specific textual evidence to support analysis of primary and secondary sources including the integration and evaluation of graphic/media representations presented in diverse formats. Candidates also teach students to write arguments on discipline-specific content and informative/explanatory texts including narration of historical events

Additionally, Education Specialist candidates ~~History-Social Science Single Subject Candidates~~ connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and

research conclusions from multiple perspectives.

B. Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

~~Candidates for an Education Specialist~~ candidates ~~Teaching Credential~~ use data collection systems and multiple measures for progress monitoring based on each student's Individualized Educational Program throughout ~~at key points during~~ instruction to determine whether all students, including English Learners and students with disabilities are understanding content and making progress toward learning the key concepts of Common Core State Standards or Preschool Learning Foundations. Candidates purposefully use ongoing multiple and, where appropriate, differentiated assessment options for formative and summative evaluations of individual and whole class learning. Candidates utilize assessment results for instructional adjustment.

~~progressing adequately toward achieving the state adopted academic content standards for students. They pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.~~

TPE 3: Interpretation and Use of Assessments

Education Specialist candidates are knowledgeable of ~~Candidates for a Teaching Credential understand~~ and use a variety of informal and formal, as well as formative and summative assessments, to determine eligibility, service ability and, least restrictive environment, and instruction based on students' present level of performance. ~~students' progress and plan instruction. They know about and can appropriately implement the state adopted student assessment program.~~ Candidates are able write standards-based IEP/IFSP/transition goals, plan instruction and determine students' progress toward IEP/IFSP/transition goals. Candidates select and use appropriate diagnostic instruments, according to student needs, including entry level, progress-monitoring and summative assessments ~~Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, communication and behaviors. They know when and how to use alternative specialized assessments, as appropriate, based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work and other evidence of learning, including student work samples as well as performance-based real-world applications of learning. They teach students how to use self-assessment strategies. Candidates provide guidance~~

and time for students to practice these strategies.

Candidates demonstrate the ability ~~understand how~~ to familiarize students with the format of the state-adopted assessment program ~~standardized tests~~. They know how to appropriately administer the assessment programs ~~standardized tests~~, including implementing ~~when to make~~ accommodations for students with disabilities ~~special needs~~. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in language development ~~English~~ as well as in the students' native ~~primary~~ language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. Candidates can clearly explain to families and students the results of assessments in order to help students achieve their learning goals. ~~They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.~~

Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.

C. Engaging and Supporting Students in Learning

TPE 4: Making Content Assessable

Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP/IFSP instructional goals aligned with the Common Core State Standards and Preschool Learning Foundations, ~~California content standards~~ leading ~~to the effective inclusion in the general education core curriculum.~~ ~~with the use of appropriate instructional materials, supports and classroom procedures.~~

Candidates ~~for Teaching Credentials~~ incorporate specific strategies, teaching/instructional activities, procedures and experiences that address Common Core State Standards, and Next Generation Science Standards ~~state-adopted academic content standards~~ for students in order to provide an individualized, balanced and comprehensive curriculum based on student's' present levels of performance. They use instructional materials to teach students the ~~reinforce state-adopted academic content~~ described in the Common Core State standards ~~for~~

students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose, ~~and~~ lesson content and student needs. To meet student academic and functional learning needs, candidates— utilize principles of universal design to- provide multiple means of representation, action and expression-, and systems of engagement ~~explain content clearly and reinforce content in multiple ways,~~ such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and use of media and other ~~computer~~ technology.

Candidates demonstrate how to deliver a comprehensive program of rigorous instruction that includes reading, writing, speaking, listening, and language within discipline-specific standards. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom ~~They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, candidates they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.~~

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students and families. ~~They~~ Candidates differentiate methods to ensure that the active and equitable participation of all students, to promote integration into general education environments using developmentally appropriate and age appropriate materials. They ensure that students understand what they are to do during instruction and monitor student progress toward learning ~~academic~~ goals as identified in the academic content standards and IEP/IFSP/transition plan. ~~If students are struggling and off task, candidates examine why and use strategies to re-engage them.~~ Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. ~~They~~ Candidates provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications and community based instruction. Candidates encourage students to extend their thinking by teaching them to respond to and frame meaningful questions. ~~They extend the intellectual quality of student thinking by asking stimulating~~

questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

~~Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student's developmental and functioning levels. Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.~~

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of typical and atypical child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, pre-formal through adult transition grades K-3, 4-8, and 9-12. It is important that candidates understand the vertical spectrum of child and adolescent growth and development and the use of developmentally-appropriate and age appropriate instructional practices to make content accessible to all students

Developmentally Appropriate Teaching Practices for Education Specialists

Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement positive behavior intervention and support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are ~~specific for age appropriateness and~~ support individual learning needs, severity of the disability. Candidates demonstrate the ability to support students struggling with social, emotional, and mental health issues; and understand how to access related services and additional supports. ~~provide instruction for school-related and transition skills, such as social skills and communication abilities.~~

TPE 6A: Developmentally and Appropriate Practices in Pre-Kindergarten through Middle Elementary Grades K-3

Education Specialist Candidates who teach young children ~~During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential~~

understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional

~~build on students' strengths and understandings while providing intensive support for students who need further development of basic skills as defined in Common Core State Standards~~ activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). ~~They understand that some children hold naïve understandings of the world around them.~~ Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They can demonstrate how to develop plans for students who require support in developing school related attention and self-regulation skills. ~~They know how to make special plans for students who require extra help in exercising self control among their peers or who have exceptional needs or abilities.~~

TPE 6B: Developmentally Appropriate Practices in Upper Elementary and Middle School Grades 4-8

Education Specialist candidates who teach students in ~~During teaching assignments in Grades 4-8~~ build on students' strengths and understandings while providing intensive support for students who need further development of basic skills as defined in Common Core State Standards, candidates for a Teaching Credential ~~build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students.~~ They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, ~~as needed~~, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. ~~They build on peer relationships and support students in trying new roles and responsibilities in the classroom.~~ They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates understand that student behavior is a form of communication and may indicate their need for additional support. Candidates recognize and respond appropriately to these cues.

~~Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.~~

TPE 6C: Developmentally and Age Appropriate Practices in High School and Adult Transition Grades 9-12

Education Specialist candidates who teach students ~~During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish~~

intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills as well as self-determination and self-advocacy skills. ~~They frequently communicate course goals, requirements, and grading criteria to students and families. In order to~~ They help students to understand connections between the curriculum and life beyond high school, candidates develop with students and their families; Individual Transition Plans that include goals for independent living, post-secondary education and careers, ~~and they communicate the consequences of academic choices in terms of future career, school and life options.~~ Candidates continue to support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. ~~They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.~~

TPE 7: Teaching English Learners

Candidates ~~for a Teaching Credential~~ know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They are able to assess students who are English Learners with disabilities, and to distinguish between language acquisition and language disorders. ~~They know and~~ can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. ~~Candidates~~ They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon

information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with bilingual specialists, ~~and~~ para-educators and families to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates ~~for a Teaching Credential~~ know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use

systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate ~~or advanced~~ curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.² They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in developing linguistically appropriate IEP/IFSP/transition goals and planning lessons for English language development and for academic content.

D. Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning About Students

Candidates ~~for a Teaching Credential~~ draw upon an understanding of patterns of typical and atypical child and adolescent development , and the learning needs of students with disabilities, to plan instruction for their students ~~to understand their students~~. Using formal and informal methods, they assess students' present levels of performance in ~~prior mastery of~~ academic and functional language abilities, content knowledge, and academic and functional skills, and maximize learning opportunities for all students. Through interpersonal interactions with students and families, candidates ~~they~~ learn about students' abilities, ideas, interests and aspirations. Candidates are knowledgeable about students' community contexts and socio-economic, cultural and language backgrounds. ~~They encourage parents to become involved and support their efforts to improve student learning.~~ They understand how multiple factors, including student health and multiple disabilities ~~gender and health~~, can influence students' behavior, ~~and understand the connections between students' health and their ability to learn.~~

Candidates conduct assessments and participate in development of IEP/IFSP/transition team decisions. They encourage parents to collaborate in the development of IEP/IFSP/transition goals ~~Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.~~

TPE 9: Instructional Planning

Candidates ~~for a Teaching Credential~~ plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with Common Core State Standards ~~and the New Generation Science Standards~~ ~~state adopted academic content standards for students~~. They establish clear long-term and

short-term goals for student learning, based on students' current level of achievement state and local standards for student achievement as well as on students' current levels of achievement. They plan appropriate assessments to monitor and evaluate student learning. They sequence instruction so that the content to be taught connects to preceding and subsequent content. They use evidenced-based methods to help students obtain goals specified on their IEPs/IFSPs/transition plans as well as in their grade level or alternative curriculum. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade-level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional materials, assistive and instructional technology to meet student learning goals and needs. Candidates use data from progress monitoring to inform their instructional planning.

Candidates use their pedagogical content knowledge to develop relevant, differentiated instructional plans by connecting the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and specific learning needs. Candidates understand how to direct and interact appropriately with para-professionals in order to support student learning including achievement of IEP/IFSP/transition goals. Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, and community agencies for instructional planning. Candidates include parents and students in instructional planning. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Planning

Candidates recognize and articulate the critical importance of time management in their instructional planning based on student's needs, and of the effects of class scheduling on planning the most effective use of instructional time Candidates for a Teaching Credential allocate instructional time to maximize student learning and achievement in relation to Common Core State Standards and IEP/IFSP/transition goals Candidates are able to implement evidence-based strategies for student engagement and motivation state-adopted academic

~~content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. They incorporate instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students.~~

~~Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.~~

~~Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/~~

~~instructional assistants, and volunteers for useful instructional activities.~~

TPE 11: Social Environment

Education Specialist Candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.

~~Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and~~ Candidates ~~create a positive climate for learning~~ in all educational settings.

They establish and promote physically, socially and emotionally safe learning environments for all students by developing and maintaining clear expectations for academic and social behavior. Candidates are able to analyze and understand the functions of behaviors in order to develop appropriate intervention plans. Candidates establish a sense of community; and promote student effort and engagement by creating structures that emphasize collaborative activities and joint problem-solving. Candidates are well-versed in school-wide positive behavior interventions and supports, and understand the research that supports this approach. Candidates are able to develop positive behavior intervention plans, and are able to identify if a student's behavior is a manifestation of his or her disability, and the types of interventions and supports that may be needed to address the behavior issues. Candidates understand the variety of interventions and related services that can be made available to a student with behavior, social, emotional and mental health needs, and are knowledgeable of how to engage these related service professionals to assist students who have greater needs.

Candidates know how to write and implement a classroom management plan that is fair and transparent to students, and is aligned with students' IEP/IFSP/transition plans and school discipline policies, and reflects the requirements for the use of positive behavior supports and intervention tools. ~~They know how to write and implement a student discipline plan.~~ They know how to establish rapport with all students and their families for supporting academic and personal success through establishing a climate of caring, respect, and fairness. Candidates are aware of and respond appropriately to sensitive issues within the learning environment in a culturally responsive manner and classroom discussions. They help students learn to work responsibly with others and independently. The candidate evaluates the

classroom social supports and the expectations of student's' learning environments and their relationship to academic achievement and collaboratively develops supportive environments based on observations of students, and consultation with IEP/IFSP/transition team members. ~~Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.~~

F. Developing as a Professional Educator

TPE 12: Professional, Legal and Ethical Obligations

Candidates ~~for a Teaching Credential~~ take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They recognize and actively resist expressions ~~resist racism~~ and acts of intolerance. Candidates appropriately manage their professional time ~~spent in teaching responsibilities~~ to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, Transition, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify and appropriately report suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates ~~for a Teaching Credential~~ understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness, including appropriate and inappropriate uses of digital content and social media. Candidates are aware of the legal and ethical obligations relating to implementing student assessments, and the development and implementation of IEPs/IFSPs/transition plans.

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TPE 13: Professional Growth

Candidates ~~for a Teaching Credential~~ evaluate their own teaching practices and subject matter knowledge in light of information about Common Core State Standards and New Generation Science Standards for students and student learning ~~the state-adopted academic content standards for students and student learning.~~ The candidates participate and collaborate in the larger educational community and continually increase their knowledge of subject matter and evidence based practices. They are able to analyze and reflect upon their

teaching effectiveness. Candidates keep current with legislative and regulatory changes that affect education, specifically special education.

~~They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.~~